

School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

Riddle School District



School/District/Program Information

District or Education Service District Name and ID: Riddle School District 70

School or Program Name: Riddle Elementary School

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Table 1.



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Plan Types	Hyperlinks and Descriptions
School District Communicable Disease Management Plan OAR 581-022-2220	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1068971/d58ba3_bba9a5132bf94a8ea8d71eb66d091fee.pdf
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1893428/Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services_Plan_Template_1.4.22_1_.pdf Whenever students show up to school with a fever, or flu like symptoms, they are moved to our health room, parents/guardians are contacted, and they are sent home.
Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220	We have a health room which is dedicated to isolation of unhealthy students or health checks of any kind. https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1893428/Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services_Plan_Template_1.4.22_1_.pdf
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Staff training to go over the plan each fall. https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1975/RSD70/

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<i>Riddle School District has counselors and a nurse that are called upon when students have mental health needs associated with disease of outbreaks.</i>
Additional documents reference here:	



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. 	Nikki Simpson/ School Nurse	David Gianotti/ Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	<ul style="list-style-type: none"> Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Nikki Simpson/ School Nurse	David Gianotti/ Superintendent
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<ul style="list-style-type: none"> Supports building lead/administrator in determining the level and type of response that is necessary. Reports to the LPHA any cluster of illness among staff or students. Provides requested logs and information to the LPHA in a timely manner. 	Nikki Simpson/ School Nurse	David Gianotti/ Superintendent
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Wendy Jarvis/ Transportation Director Kyle Miken/ SODEXO Food Services Rocky Edwards/ Maintenance	Dave Gianotti/ Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	David Gianotti/ Superintendent	Laura Means/ RES Principal
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	David Gianotti/ Superintendent	Laura Means/ RES Principal
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	David Gianotti/ Superintendent	Laura Means/ RES Principal
Others as identified by team			



Section 2. Equity and Continuity of Education

Preparing a plan that centers equity and supports mental health

Preparing a school to manage a communicable disease case or event requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- District Equity Lens
- Riddle School District Site Council
- Riddle JH/HS Student Council



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Educational Equity

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Students who are diagnosed with a communicable disease will be provided with online or paperwork instruction by staff until such time as the student is allowed back in school.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.	The above committees convene on a regular basis (weekly/ monthly) to determine the needs of those disproportionately affected by a range of factors including diseases, which may prevent school success. These teams are committed to promoting cultural responsiveness and equity by addressing barriers and providing support as needed.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.	The school takes input from the above groups when determining resources and services that are needed. An example of this is the need addressed last year for mental health support services. This prompted the addition of our counselors, who serve both the elementary and junior/senior high schools. Changes were made to different funding sources which allowed us to contract outside our district for counselors. Those groups along with other focus groups are surveyed and then the School Improvement Committee evaluates survey results, determines needs based on the responses and then acts on those identified areas.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Every year, a new School Improvement Committee meets and is trained in what their duties and responsibilities will be. Student, Staff, and Family/Community surveys are created based on the work of the School Improvement Committee in targeting key areas to survey. These surveys are provided for all stakeholders, as noted above. Once surveys have been designed and disseminated, there is a window for completing them. Multiple opportunities are provided for completing them, which might include a paper version, an emailed version, or a link that is sent through Remind. Results of the surveys are then tabulated and shared with the stakeholders. This provides a medium for students, parents, and staff to have a voice. Because these surveys and needs-assessments often illuminate

OHA/ODE Recommendation(s)	Response:
	areas of concern, they provide a guide to what support, training, or logistics need to be in place. Since it is tied into the School Improvement Plan, committee members are responsible for monitoring progress. Through this process, we have been better able to identify high-risk groups or underserved populations and work to remove barriers for those students and families.



Section 3. Communicable Disease Outbreak Prevention and Response:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., transmission within their facilities and communities.) In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased transmission.



Suggested Resources:

1. Communicable Disease Guidance for Schools which includes information regarding:
2. Symptom-Based Exclusion Guidelines (pages 8-12)
3. Transmission Routes (pages 29-32)
4. Prevention or Mitigation Measures (pages 5-6)
5. School Attendance Restrictions and Reporting (page 33)
6. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)

7. Supports for Continuity of Services

Table 4.

Communicable Disease Mitigation Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Immunizations	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home requires shots or a medical or nonmedical exemption to stay enrolled.</i>
Face Coverings	The school will follow all mandated face covering requirements from ODE or the Douglas County Health department.
Isolation	Students who are suspected of having a communicable disease will be placed in our health room isolated from the school population until their families can be notified and picked up from school. The students will be allowed back to school once cleared by a health professional.
Symptom Screening	Students will be assessed by using temperature and symptoms relating to communicable diseases. The school nurse or the Healthy Kids Outreach Program nurse will be consulted as part of the screening process.
COVID-19 Diagnostic Testing	<i>The school will offer diagnostic testing for COVID-19 as requested by parents. The tests will also be available to staff who are concerned regarding their own symptoms.</i>
Airflow and Circulation	As much as possible, school doors and windows allow good airflow. Rooms with filtration and air handling systems will remain operational.
Cohorting	No cohorting is required at this time.
Physical Distancing	Students, staff, and volunteers will be required to keep a three-foot distance during the school day whenever possible.
Hand Washing	Students, staff, and volunteers are encouraged to wash their hands frequently, carefully, and thoroughly throughout the day. This includes reminders for students before and after eating and whenever they use the bathrooms.
Cleaning and Disinfection	Rooms will be disinfected after heavy use by students. Daily cleaning and disinfection is a building-wide expectation.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Training and Public Health Education	All students will be trained in safety protocols such as “Cover your Cough,” “A-Z Handwashing,” and other forms of disease spread prevention.
PRACTICING PLAN TO BE READY	

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK where this plan is available for public viewing.

Date Last Updated: **8/25/23**

Date Last Practiced: **8/25/23**